



Computer-Based National Assessment An Effort to Improving Education Quality

Ritman Hendra¹, Adripen², Moch. Hafid³, Nur Aini Parwitasari⁴, Megie Ambarsari⁵

^{1,2}Universitas Islam Negeri Mahmud Yunus Batusangkar

^{3,4,5}Akademi Sekretari dan Manajemen Ariyanti Bandung

* Corresponding Author. E-mail: ritman.mpi2021@gmail.com

Receive: 09/09/2022

Accepted: 19/09/2022

Published: 01/10/2022

Abstract

This study aims to provide an understanding of computer-based national assessments to improve the quality of education. The method used in this research is qualitative in the literature study approach. In processing and retrieving data and documentation through books, journals, and other relevant studies, a descriptive analysis narrative is developed, and finally, conclusions are drawn. Based on Permendikbudristek number 17 of 2021, the implementation of a national assessment by looking at the various inequalities that occur in educational institutions, both from the elements of leadership, resources, and students, as well as other factors that add to the series of problems. A national assessment that the government realized started in 2021 as an effort to restore the quality of education. As steps carried out by the Ministry of Education and Technology through three stages of assessment for both leaders of educational institutions, teachers, and students, namely first, minimum competency assessment (AKM), which includes literacy and numeracy. Second, the character survey, and third, the study environment survey. A national assessment can provide information on the development of education sustainably so that, in the end, education in each educational institution is evenly distributed and quality.

Keywords: National Assessment, Education Quality

Introduction

Education has an essential meaning for human life. No one can give a negative statement to it because the need for education is a must. Education is constantly undergoing changes in line with the times and in line with human thinking [1]. Education can provide noble values for all humanity, including in educational institutions. Education can be separated into formal and informal areas that can elevate the human degree towards a more *ahsan* (more appropriate) direction. *Ahsan* referred here that education carried out continuously and in procedural ways will give a positive aura or a buoyant torch for personnel, family, and community. So, developing the various potentials in his

personal will become a lamp amid society, especially for the world of education now and in the future [2].

The phenomenon amid educational institutions today can be seen by the naked eye, low literacy, such as reading, understanding, and living various reading resources, as well as visits to Libraries very rarely. One might say libraries no longer serve as a source of science. This behavior is not only available for students, but educators are primarily low in their interest in reading. Even though reading is the key to science, if this kind of habit becomes a tradition, then it is inevitable that education changes the mindset and behavior to be good according to the guidance of religion and laws education.

When the culture of reading is eroded and even lost, it will cause new disasters in the world of education.

No doubt and cannot be unstoppable anymore to the rapidly developing development of science and technology today makes all the elements that represent themselves in educating the life of the nation according to the mandate of the law become a necessity that must be carried out for each educational institution. Each party involved in the world of education must determine its skills to achieve national education goals. [3]

The national assessment implemented by the Ministry of Education and Culture deserves appreciation because it has innovation and can be said to be progressive in mapping educational institutions throughout Indonesia, both in cities and villages. The problem with this assessment process is that those who implement this program are only in educational institutions with sufficient infrastructure that becomes media assessments. But in reality, there are other educational institutions to force themselves to participate in this program with the capital of entrusting assessment participants to other educational institutions that already have adequacy in terms of facilities. When viewed from the rules for implementing the national assessment, the assessment participants are the institutions that are ready and supportive regarding facilities [4]

The Ministry of Education and Culture initiated the emergence of a national assessment as an effort to restore the national education system. The restoration is carried out from three essential elements: first, evaluating minimum competencies, including literacy and numeracy. *Second*, seeing the character survey, and *third*, looking at the learning environment survey. If the implementation of the national assessment has low results, it will affect the educational institutions concerned in the national education system and vice versa. So the academic institutions participating in the program must prepare

everything needed for the national assessment, starting from computer devices, networks, and proctors. Maximum preparation can achieve the quality of education [5]

National assessment has become a phenomenon amid advances in science and technology in an effort by the Ministry of Education and Culture to restore the national education system. Preparation for the sake of practice in implementing this program can be evenly distributed. It can get valid data from all educational institutions so that the quality of education is achieved.

Method

In this paper, the author uses a type of qualitative research, through a literature study approach, with data collection techniques being to take several journals and books by the topic of discussion. In handling data from journals and books based on descriptive analysis, by presenting data and documents found from various journals and related books, then developing the study into a narrative, then in the last part, a conclusion is drawn.

Results and Discussion

Understanding of National Assessment

The assessment provides the same understanding as the assessment or evaluation that collected several variables of cognitive skills and attitudes towards students to achieve educational goals [6]. Assessment is defined as a test, assessment, measurement, and evaluation. Assessment is a process of collecting information carried out by one person or institution on the object being assessed to obtain the validity of the data using various instruments that have been determined so that, in the end, they can make and choose a decision. [7].

If it is related to a program that has been implemented in 2021 about computer-based national assessments in each educational institution, then the decision will be taken by policymakers. But until now, the policies and decisions taken have

not existed, so educational institutions are running as usual.

The implementation of national assessments is a priority scale in improving the quality of education—technical performance with one command that the Ministry of Education and Culture initiates. Assessment participants consist of principals/madrasahs, teachers/educators, and students according to their type and level. The aspects assessed nationally are the assessment of minimum competencies (literacy and numeracy), character surveys, and learning environment surveys. [4]

Educational institutions, both under the auspices of the Ministry of Religious Affairs and the Ministry of Education, are objects in the implementation of national assessments carried out online through computer devices that have been prepared by the educational institutions themselves according to the standard provisions that the Ministry of Education and Culture has set, that the national assessment is an educational institution that is sufficient in terms of facilities and other supporting devices for the implementation of national examinations to restoring the quality of education.

Legal basis and implementation flow of the National Assessment

When viewed as the legal basis for the implementation of the national assessment is sourced as follows:

1. The amended 1945 law article 31 previously contained two paragraphs.

This article contained five paragraphs: paragraph 1 is every citizen has the right to education. Paragraph 2 is every citizen is obliged to attend primary education, and the government is obliged to pay for it. Paragraph 3 is The government strives and implements a national education system that enhances faith and piety and noble character to educate the nation's life which is regulated by statute, paragraph 4; The state prioritizes the education budget at least twenty percent of the state budget and regional budget to meet the needs of national education delivery, paragraph 5;

The government advances science and technology by upholding religious values and national unity for the advancement of civilization and the welfare of humanity.

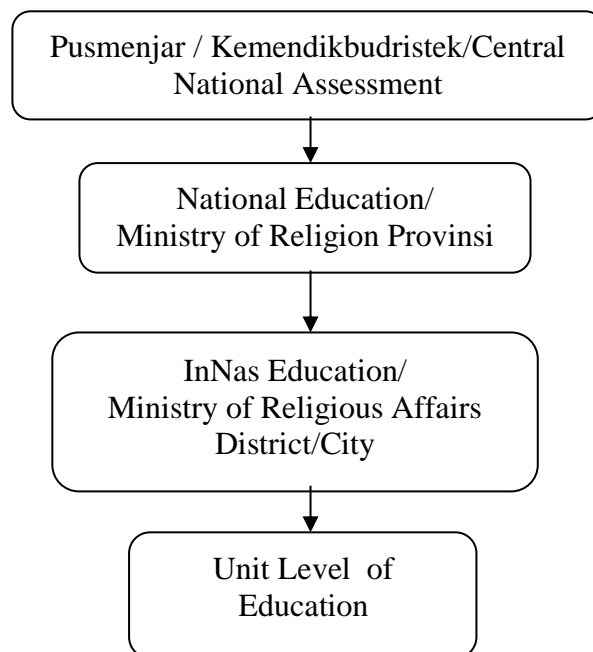
2. National Education System Number 20 of 2003 aims to develop students' potential to become human beings with faith, purity, noble character, healthy, capable, knowledgeable, creative, independent, responsible, and democratic citizen.

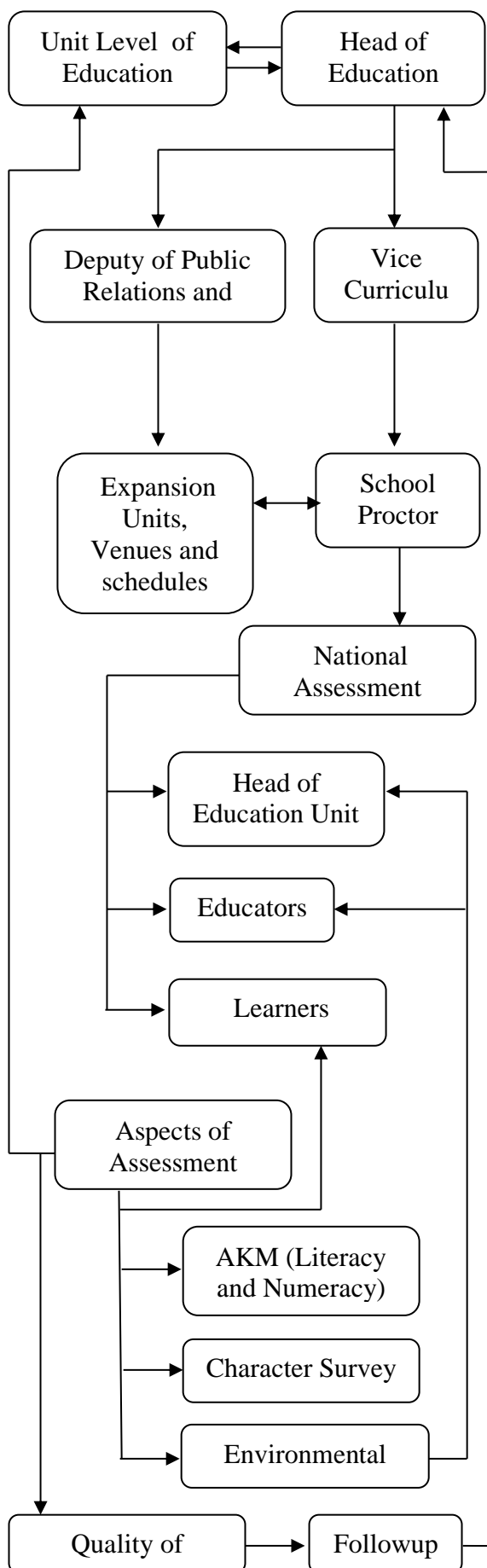
3. Government Regulation Number 57 of 2021 was amended into Government Regulation Number 2022 concerning national education standards.

It regulates achievements and other provisions in implementing education at the level of academic units [8]

4. Permendikbudristek Number 17 of 2021, concerning national assessment [4]

The implementation flow of national easement is carried out at the education unit level as follows:





National Assessment as a Restoration of Education Quality

The assessment is carried out to restore the national education system so that it is of quality part of the national evaluation's purpose through computer devices or the like. Quality is defined by quality, degrees, and level. [9]. While in another sense, quality is a dynamic condition related to products, resources, and other resources, including processes and tasks, as well as an environment that meets or exceeds customer expectations or consumers [10]. The customer or consumer in question is the parent or guardian of the student who is part of the educational institution.

In a broader sense, quality is a condition related to a product, human resources, competencies it has, and the existence of the environment to be the bases of opportunities and expectations that exist in it [11]. In another sense, it is given related to quality, namely the existence of a dynamism that can be seen in terms of products, services, human resources collected in it, processes carried out measurably, and the presence of a supportive environment in producing the best excellence [11].

If you look at quality in the context of education, the highest value of humanity is known as human dignity as the highest quality of education. Quality education can give birth to people with noble values that lead them to become functional human beings for all [12]. The national assessment that was carried out in 2021 can be used as a foothold and reference for improving the quality of education in educational institutions.

Quality in the world of education cannot be separated from the management that is designed and designed by policymakers [13]. So that the national assessment carried out by the Ministry of Education and Culture has a positive impact on restoring the national education system. When an education system has been run

with the proper provisions and supported by a series of the most critical human resources and other supporting resources, education will be restored so that the quality of education can be felt and enjoyed.

Regarding the national assessment as a new program that the Ministry of Education and Culture implemented in 2021, essential aspects need to be considered so that education and the system attached to it remain maintained and maintained, always paying attention to the following:

1. For every policy issued, it is necessary to pay attention to aspects of products, human resources, and the environment.

The product Sud refers to in this regard is a national assessment. The emergence or birth of a computer-based national assessment policy is inseparable from various studies conducted by parties who deal with educational interests in this republic. Of course, what is meant is the Ministry of Cultural Education, Research and Technology and information obtained from internal and external sources. Internal includes reports on student learning outcomes and the readiness of resources that have them.

At the same time, the exterior is obtained from PISA (*international student assessment program*). Indonesian students are at the bottom of their level of understanding in literacy, numeracy, and science compared to other countries. With information from various parties, a policy on computer-based national assessment was born for all educational institutions throughout Indonesia.

2. Certainty of the realization of products that have been well designed for the recipients of the product, namely educational institutions.

The purpose of the national assessment is to restore the quality of education. Certainty of the realization and implementation at the level of educational institutions is desirable. When there is a policy, the policy becomes a performance

for educational institutions with various preparations and completeness prepared. Because the implementation is based on a computer / other device connected to the internet, all devices and infrastructure function properly. It may be by making separate policies by educational institutions so that the implementation of the national assessment runs to restore the quality of education.

3. They ensure the readiness of the educational institution as a recipient of product services.

Institution education object or target of the implementation of the national assessment. Naturally, educational institutions also pay attention to the national evaluation POS and understand the Permendikbudristek Number 17 of 2021 concerning national estimates. So that everything that is done is done precisely and quickly and according to the purpose of implementing the national assessment.

4. They are ensuring the technical implementation of service products so that all assessment participants get fairness in the assessment process.

Equity for all learners is the most crucial part. Even if there are randomly inputted learners from Dapodik and EMIS, educational institutions eliminate them without discrimination because the one who chooses is the randomly selected central power.

5. A follow-up is carried out by national assessment policymakers who have become a product, as long as a national assessment is carried out on all participants, from the head of the education unit, educators, and learners, what educational institutions do.

Institution education needs to follow up on all the programs from implementing this computer-based national assessment. Without follow-up, the program is only limited to routine programs that do not positively affect the quality of education. The national assessment is carried out by nothing but improving the quality of education. When there is a policy,

educational institutions begin strategizing and preparing for this program. In it, follow-up is also made. Because in the implementation of the national assessment, what is required is innovation and creativity from educational institutions so that they can be of quality in terms of inputs, processes, and results.

By paying attention to the five things above in restoring the quality of education in education units, implementing the national assessment does not seem like a new program that is just trial and error without taking into account and studying in depth. This program has conducted a comprehensive study on all sides. If proper, Indonesian education driven by educational institutions is evenly distributed. The quality of education is accurate, and the national education system has been achieved.

Conclusion

Restoring the quality of education through national assessment as a relatively bold breakthrough commanded by the energetic young minister, Nadim Anwar Makarim, deserves thumbs up. All the changes he made, starting from not making the national exam a determinant of graduation for students in grades six at the Primary School level, nine at the School level Junior High School, and 12 at the High School level. The minister did not stop maneuvering while innovating about improving the national education system, the existence of independent campuses, driving schools, mobilizing teachers, and implementing a separate curriculum. Perhaps there are still many bright ideas to be achieved, no less interesting, namely the computer-based national assessment implemented in 2021. This illustrates that the government has improved all national education systems according to the law's mandate through the Ministry of Education and Culture.

Related to the computer-based national assessment as an effort to restore the quality of education. Because

educational institutions need to improve from all lines and facets, from top leaders to resources that make educational institutions successful as national education goals achieve the goal of national education, the educational institution is of high quality.

Bibliography

- [1] Siswanto, *Pendidikan Islam Dalam Dialektika Perubahan*. Surabaya: Pena Salsabila, 2015.
- [2] Rahmat Hidayat, *Ilmu Pendidikan Islam Menuntun Arah Pendidikan Islam Indonesia*, vol. 7, no. 1. LPPPI, 2016.
- [3] R. Rosnaeni, "Karakteristik dan Asesmen Pembelajaran Abad 21," *J. Basicedu*, vol. 5, no. 5, pp. 4341–4350, 2021, doi: 10.31004/basicedu.v5i5.1548.
- [4] Permendikbudristek, *Asesmen Nasional*. 2021.
- [5] N. A. J. Amanda and Nurjanah, "Analisis Asesmen dan Intervensi Pelaksanaan ANBK dalam Meningkatkan Mutu Pendidikan Internal di SD Negeri 016 Loa Kulu," *Edukasi Temat. J. Pendidik. Guru Sekol. Dasar*, vol. 3, no. 1, pp. 41–44, 2022.
- [6] C. T. Rosidah, Amelia Widya Hanindita, Ida Sulistyawati, and Apri Irianto, "Peningkatan Kompetensi Guru Sekolah Dasar Dalam Pengembangan Bahan Ajar Daring di SDN Margorejo I Kota Surabaya Provinsi Jawa Timur," *Kanigara*, vol. 1, no. 1, 2021, doi: 10.36456/kanigara.v1i1.3154.
- [7] Didi Sudrajat, "Asesmen Pembelajaran Bahasa Inggris: Model dan Pengukurannya," *J. Intelegensia*, vol. 4, no. 1, pp. 1–20, 2019.
- [8] Peraturan Pemerintah No 4, "Peraturan Pemerintah Nomor 4," *Peratur. pemerintah nomor 4*, vol. 1, no. 1, pp. 1–16, 2022.

- [9] A. T. Kuntoro, "Manajemen Mutu Pendidikan Islam," *J. Kependidikan*, vol. 7, no. 1, 2019, doi: 10.24090/jk.v7i1.2928.
- [10] H. Baharun and Zamroni, *Manajemen Mutu Pendidikan (Ikhtiar dalam Meningkatkan Mutu Pendidikan Madrasah melalui Pendekatan Balanced Scorecard)*. 2017.
- [11] A. Wulandari, Eripudin, and Arifannisa, "Sistem Pendidikan Indonesia Dalam Peningkatan Mutu Pendidikan," *Edu Res.*, vol. 7, no. 2, pp. 9–16, 2018.
- [12] Rusi Rusmiati Aliyyah, *Evaluasi Pembelajaran Sebagai Upaya Meningkatkan Mutu Pendidikan*. Bogor: Universitas Djuanda Bogor, 2021.
- [13] S. Muwahid and Soim, *Manajemen Pendidikan Islam, Strategi Dasar Menuju Peningkatan Mutu Pendidikan Islam*, vol. 1. Yogyakarta: Teras, 2013.